**STSE Blog Summary**

This blog activity is designed for students to discuss and reflect upon topics covered in the grade 12 chemical equilibrium unit. The ministry expectations addressed in this activity are:

E1.1- Analyzing the optimal conditions for a specific chemical process related to the principles of equilibrium that takes place in nature or is used in industry.

E1.2- Assessing the impact of chemical equilibrium processed on various biological, biochemical, and technological systems.

The teacher will introduce the blog activity at the beginning of the unit, so students are aware of the specific requirements and deadlines. The students will be directed to the blog site where they will find specific instructions. <http://bloggingfordynamicequilibrium.wordpress.com/> The instructions are summarized below.

Students will be responsible to blog three times during the unit. The first blog will be due at the end of the second week, the second blog will be due at the end of the third week, and the final blog will be due at the end of the unit. Each blog entry is expected to be 150-200 words, with each blog entry requiring students to write about something different (teacher directed). Blog #1 will consist of students selecting two questions to answer from a list of questions provided by the teacher. They are to answer the questions, and then comment on their peers’ posts as well. Blog #2 has the students getting creative and picking a chemical equilibrium topic to write about using an industrial or biological perspective. Students may use issues discussed in class, or ones they have heard about outside of class. Blog #3 consists of commenting on peer blogs (from Blog #2) and teacher questions. Students must post at least three comments, questions, or responses in order to be successful in the activity. Students will be assessed according to the STSE Blog Rubric.

This activity encourages students to think more openly about equilibrium, and how it affects the world around us. They will continue developing their scientific communication skills, as well as their thinking and inquiry skills.